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1-19-2012

Faculty Senate Bill 053.11/12: University Curriculum Committee

Armstrong Atlantic State University

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Armstrong Atlantic State University
Faculty Senate Bill 053.11/12: University Curriculum Committee

Presidential Action

Delivered:


Signature

4/19/12
Date

Approve: ☒

Disapprove: ☐

Remand: ☐

Comments: (please attach an additional sheet if necessary)

Signature:  Date: 4/23/12
Dr. Linda M. Bleicken, President
Armstrong Atlantic State University

The following UCC minutes and actions are provided to the University President for approval.

Armstrong

UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, November 9, 2011

PRESENT: James Brawner, Myka Campbell, Kathryn Craven, Catherine Gilbert, Leon Jaynes, Kam Fui Lau, Denene Lofland, Rick McGrath (Chair), Glenda Ogletree, Randall Reese, Rona Tyger, Phyllis Panhorst (Catalog Editor)

ABSENT: José da Cruz, Jack Simmons

GUESTS: Mark Finlay, Judy Ginter, Patricia Holt, John Kraft, Doug Masini

CALL TO ORDER. The meeting was called to order at 3:01 p.m. by Dr. Rick McGrath.

APPROVAL OF MINUTES. The minutes October 5, 2011 were approved as presented.

ITEMS

I. College of Education

A. Adolescent and Adult Education

Items 1-9 from the Department of Adolescent and Adult Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. **Change the following course description:**

EDUC 2110 Investigating Critical and Contemporary Issues in Education 3-0-3
Overview of the critical and contemporary issues facing the field of professional educators, including social and political contexts of educational settings in Georgia and the US. ~~Ten hours of field experience required.~~

Rationale: This course does not require a field experience.

Effective: Fall 2012

2. **Change the following course description:**

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Education 3-V-3
Contexts
Exploration of the fundamental knowledge for understanding the culture and teaching of children from diverse backgrounds in a variety of educational settings and

contexts. ~~A Field experience required, is required.~~ This course is approved for study abroad experiences that must include field ~~work experiences~~ in schools and/or other educational settings.

Rationale: The statement being removed is redundant.

Effective Term: Fall 2012

3. **Change the prerequisite for the following course:**
 EDUC 3200 Curriculum, Instruction, and Assessment 3-0-3
 Prerequisites: Admission into ~~Candidacy in the Department of Middle Grades and Secondary~~ College of Education.

Rationale: Brings course into alignment with College of Education's catalog listings.

Effective: Fall 2012

4. **Change the prerequisite for the following course:**
 PEHM 4601 Field Experience in Elementary Physical Education 0-V-1
 Prerequisites: Admission into ~~Candidacy in Adolescent and Adult~~ the College of Education and PEHM 3200.

Rationale: Brings into alignment with College of Education's catalog listings.

Effective: Fall 2012

5. **Change the prerequisite for the following course:**
 PEHM 4702 Middle and Secondary Physical Education Curriculum and Methods 3-0-3
 Prerequisites: Admission into ~~Candidacy in Adolescent and Adult~~ the College of Education and PEHM 3300 and PEHM 3700.

Rationale: Brings course into alignment with College of Education's catalog listings.

Effective: Fall 2012

6. **Change the prerequisite for the following course:**
 PEHM 4703 Health Physical Education Curriculum and Methods 3-0-3
 Prerequisites: Admission into ~~Candidacy in Adolescent and Adult~~ the College of Education and PEHM 3000 and PEHM 4090.

Rationale: Brings course into alignment with College of Education's catalog listings.

Effective: Fall 2012

7. **Change the prerequisite for the following course:**
 PEHM 4750 Internship II – Student Teaching 0-V-12

Prerequisites: Admission into candidacy in the ~~Department of Health and Physical Education~~ **College of Education** and completion of all coursework.

Rationale: Brings course into alignment with College of Education's catalog listings.

Effective: Fall 2012

8. Change the prerequisite for the following course:

MGSE 3750 Internship I

0-V-3

Prerequisites: Admission into candidacy in the ~~Department of Adolescent and Adult Education~~ **College of Education** and EDUC 3200

Rationale: Brings course into alignment with College of Education's catalog listings.

Effective: Fall 2012

9. Change the prerequisite for the following course:

MGSE 4750 Internship II

0-V-12

Prerequisites: Admission into candidacy in the ~~Department of Adolescent and Adult Education~~ **College of Education**, completion of all other required course work and successful completion of appropriate GACE II exams.

Rationale: Brings course into alignment with College of Education catalog listings.

Effective: Fall 2012

Items 10-14 from the Department of Adolescent and Adult Education were discussed and the undergraduate portion approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore are marked "For Information Only" for the report to the Senate.

For Information Only:

10. Change the prerequisite for the following course:

MGSE 5300U/G Content Methods Language Arts

3-V-3

Undergraduate Prerequisites: Admission into candidacy in the ~~Department of Adolescent and Adult Education~~ **College of Education** and EDUC 3200

Graduate Prerequisites: Admission into candidacy in the ~~Department of Adolescent and Adult Education~~ **College of Education** and EDUC 6200

Rationale: Brings course into alignment with College of Education's catalog listings.

Effective: Fall 2012

For Information Only:

11. Change the prerequisite for the following course:

MGSE 5400U/G Content Methods Social Studies

3-V-3

Undergraduate Prerequisites: Admission into Candidacy in the ~~Department of Adolescent and Adult College of Education~~ and EDUC 3200
 Graduate Prerequisites: Admission into Candidacy in the ~~Department of Adolescent and Adult College of Education~~ and EDUC 6200

Rationale: Brings course into alignment with College of Education's catalog listings.

Effective: Fall 2012

For Information Only:

12. Change the prerequisite for the following course:

MGSE 5420U/G Geography for the Middle Grades Teacher 3-V-3
 Undergraduate Prerequisites: Admission into Candidacy in the ~~Department of Adolescent and Adult College of Education~~ and EDUC 3200
 Graduate Prerequisites: Admission into Candidacy in the ~~Department of Adolescent and Adult College of Education~~

Rationale: Brings course into alignment with College of Education's catalog listings.

Effective: Fall 2012

For Information Only:

13. Change the prerequisite for the following course:

MGSE 5500U/G Content Methods Science 3-V-3
 Undergraduate Prerequisites: Admission into Candidacy in the ~~Department of Adolescent and Adult College of Education~~ and EDUC 3200
 Graduate Prerequisites: Admission into Candidacy in the ~~Department of Adolescent and Adult College of Education~~ and EDUC 6200

Rationale: Brings course into alignment with College of Education's catalog listings.

Effective: Fall 2012

For Information Only:

14. Change the prerequisite for the following course:

MGSE 5600U/G Content Methods Middle Grades Mathematics 3-V-3
 Undergraduate Prerequisites: Admission into Candidacy in the ~~College of Department of Adolescent and Adult Education, and~~ EDUC 3200
 Graduate Prerequisites: Admission into Candidacy in the ~~College of Department of Adolescent and Adult Education, and~~ EDUC 6200.

Rationale: Brings course into alignment with College of Education's catalog listings

Effective Term: Fall 2012

Items 15-19 from the Department of Adolescent and Adult Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

15. Change the course activity credit and course description for the following course:

MGSE 4200 Reading and Writing Across the Curriculum 3-0-3 3-V-3
 Prerequisites: Admission into Candidacy in the Department of Adolescent and Adult College of Education and EDUC 3200.
 Teaching and evaluation of literacy through reading and writing in the content areas for adolescent learners. **A field experience required.**

Rationale: Field experience is being added to provide candidates with hands-on experiences. Prerequisite changes bring the course into alignment with College of Education's catalog listings.

Effective: Fall 2012

16. Delete the following courses:

PEHM 4811 Internship I	0 V 6
PEHM 4812 Internship II	0 V 6
READ 0090 Reading the Biography	2-0-2
READ 0091 Literacy, Alternative Viewpoints, and Propaganda	2-0-2
READ 0099L Strategies for College Reading with Computer Applications	4-1-4
READ 0099T Thematic Approaches to College Reading	3-0-3

Rationale: These courses are no longer offered.

Effective: Fall 2012

17. Delete the following course:

EDUC 3400 Classroom Management Strategies	3-3-3
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Rationale: The course is for B.S.Ed. majors in Middle Grades Education and does not appear on any other program of study. Course will be replaced by MGSE 3400.

Effective Term: Fall 2012

18. Create the following course:

MGSE 3400 Classroom Management Strategies 3-V-3
 Prerequisites: Admission into Candidacy in the College of Education.
 An overview of classroom management theory and best practices as related to the characteristics of learners and effective pedagogy. **A field experience required.**

Rationale: Course replaces EDUC 3400 Classroom Management Strategies.

Effective Term: Fall 2012

CURCAT:

Major Department: AAED

Can course be repeated for additional credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: EDUC 3400

19. Modify the following program of study:

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
EDUCATION IN MIDDLE GRADES EDUCATION**

B. Major Field Courses40 hours

EDUC 3100 Technology Applications

EDUC 3200 Curriculum, Instruction and Assessment

EDUC 3300 Strategies for Diverse Learners

~~EDUC 3400 Classroom Management~~

MGSE 3400 Classroom Management

MGSE 3000 Introduction to Middle Level Teaching

MGSE 3300 Adolescent Literature

MGSE 3750 Internship I – Pre- Student Teaching

MGSE 4200 Reading and Writing across the Curriculum

MGSE 4750 Internship II - Student Teaching

Any two of the following four method courses:

MGSE 5300U Content Methods Language Arts

MGSE 5400U Content Methods Social Studies

MGSE 5500U Content Methods Science

MGSE 5600U Content Methods Middle Grades Mathematics

Rationale: Changes reflect deletion of EDUC 3400 and the addition of MGSE 3400.

Effective Term: Fall 2012

B. Childhood and Exceptional Student Education (no items)

II. College of Health Professions

A. Communication Sciences and Disorders (no items)

B. Health Sciences (no items)

C. Medical Laboratory Science (no items)

D. Nursing

Items 1-2 from the Department of Nursing were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:

NURS 4227: Health Promotion Through the Life Span

3-0-3

Prerequisite: Admission to the Nursing Program or Permission of Instructor

Description: The professional nurse's role in population-focused health care for individuals, families, and communities through the lifespan.

Rationale: The creation of this course content permits the student to explore health promotion and disease prevention through the life span. The content focuses on health promotion and disease prevention through risk assessment, education, and screening. This course will add to the possible selection for the nursing elective.

Effective Term: Summer 2012

CURCAT:

Major Department: Nursing

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

2. Modify the following programs of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN NURSING - PRE-LICENSURE STUDENTS

B. Major Field Courses 64 hours

- NURS 3304 - Professional Nursing Practice
- NURS 3309 - Pathophysiology
- NURS 3312 - Pharmacological Concepts for Nursing I
- NURS 3320 - Health Assessment of the Well Individual
- NURS 3344 - Skills and Essentials
- NURS 3345 - Adult Health I
- NURS 3355 - Mental Health
- NURS 4313 - Pharmacological Concepts for Nursing II
- NURS 4345 - Adult Health II
- NURS 4355 - Women and Children's Health
- NURS 4440 - Population Focused Nursing
- NURS 4445 - Research for Evidence-Based Practice
- NURS 4450 - Professional Nursing Leadership and Management
- NURS 4466 - Critical Scientific Inquiry
- One elective course selected from:
 - NURS 3610 - Strategies for Success in Professional Nursing
 - NURS 4210 - Gerontology in the 21st Century
 - NURS 4211 - Vulnerable Populations
 - NURS 4212 - International Nursing Issues and Trends
 - NURS 4213 - Introduction to Forensic Nursing and the Law
 - NURS 4214 - Complementary and Alternative Medicine
 - NURS 4215 - Home Health Nursing
 - NURS 4216 - Palliative Care at End of Life

NURS 4217 - Critical Care
 NURS 4218 - Perioperative Nursing
 NURS 4219 - Nursing Perspectives: Then, Now, and the Future
 NURS 4220 - Women and Leadership in Nursing
 NURS 4221 - Nursing Practice in the Military
 NURS 4222 - Pediatric Nursing Externship
 NURS 4223 - Maternal/Infant Nursing Externship
 NURS 4227: Health Promotion Through the Life Span

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN NURSING - PRE-LICENSURE STUDENTS, ADVANCED PLACEMENT TRACK (APT)

B. Major Field Courses 64 hours

NURS 3304 - Professional Nursing Practice
 NURS 3309 - Pathophysiology
 NURS 3312 - Pharmacological Concepts for Nursing I
 NURS 3320 - Health Assessment of the Well Individual
 NURS 3344 - Skills and Essentials**
 NURS 3345 - Adult Health I**
 NURS 3535 - Mental Health**
 NURS 4313 - Pharmacological Concepts for Nursing II
 NURS 4345 - Adult Health II
 NURS 4355 - Women and Children's Health**
 NURS 4440 - Population Focused Nursing
 NURS 4445 - Research for Evidence-Based Practice
 NURS 4450 - Professional Nursing Leadership and Management
 NURS 4466 - Critical Scientific Inquiry

One elective course selected from:

NURS 3610 - Strategies for Success in Professional Nursing
 NURS 4210 - Gerontology in the 21st Century
 NURS 4211 - Vulnerable Populations
 NURS 4212 - International Nursing Issues and Trends
 NURS 4213 - Introduction to Forensic Nursing and the Law
 NURS 4214 - Complementary and Alternative Medicine
 NURS 4215 - Home Health Nursing
 NURS 4216 - Palliative Care at End of Life
 NURS 4217 - Critical Care
 NURS 4218 - Perioperative Nursing
 NURS 4219 - Nursing Perspectives: Then, Now, and the Future
 NURS 4220 - Women and Leadership in Nursing
 NURS 4221 - Nursing Practice in the Military
 NURS 4222 - Pediatric Nursing Externship
 NURS 4223 - Maternal/Infant Nursing Externship
 NURS 4227: Health Promotion Through the Life Span

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN NURSING, RN OPTIONS PROGRAM - POST-LICENSURE STUDENTS

B. Major Field Courses 64 hours

NURS 3312: Pharmacology Concepts I*
 NURS 3344: Skills and Essentials*
 NURS 3345 - Adult Health I*
 NURS 3535: Mental Health*
 NURS 4000 - Professional Nursing
 NURS 4002 - Leadership and Management for Professional Nurses
 NURS 4004 - Health Assessment
 NURS 4005 - Population Focused Community Nursing in a Global Society
 NURS 4006 - Professional Role Synthesis
 NURS 4008 - Pathophysiology/Pharmacology
 NURS 4009: Foundations of Healthcare Informatics
 NURS 4345 - Adult Health II*
 NURS 4355: Women and Children's Health*

NURS 4445 - Nursing Research

NURS 4466: Scientific Inquiry*

One elective course selected from:

NURS 4010 - Legal and Ethical Issues in Nursing

NURS 4210 - Gerontology in the 21st Century

NURS 4211 - Vulnerable Populations

NURS 4212 - International Nursing Issues and Trends

NURS 4213 - Introduction to Forensic Nursing and the Law

NURS 4214 - Complementary and Alternative Modalities

NURS 4216 - Palliative Care at End of Life

NURS 4219 - Nursing Perspectives: Then, Now, and the Future

NURS 4220 - Women and Leadership in Nursing

NURS 4221 - Nursing Practice in the Military

NURS 4227: Health Promotion Through the Life Span

Rationale: To add the newly created elective.

Effective Term: Summer 2012

E. Physical Therapy

Items 1-2 from the Department of Physical Therapy were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course

RHAB 1000 Introduction to Rehabilitation Sciences

1-0-1

Description: Description of the different rehabilitative professions and exploration of the rehabilitation sciences major.

Rationale: Rehabilitation science is a relatively new field so this course is designed to create a better understanding of the major and the fields for which this major is designed to prepare the students.

Effective Term: Fall, 2012

CURCAT:

Major Department: Rehabilitation Sciences

Can course be repeated for additional credit? no

Maximum number of credit hours: 1

Grading mode: normal

Instruction Type: lecture

Course Equivalent: none

2. Modify the Program of Study for the Bachelor of Science in Rehabilitation Science

B. Major Field Courses

41-44 42-45 hours

COMM 2280 Speech Communication

HSCF 3005 Applied Musculoskeletal Anatomy and Kinesiology

HSCF 3200 Exercise Physiology

ITEC 1050 - Introduction to Computer Concepts and Applications

PHYS 1111K Introductory Physics I

PHYS 1112K Introductory Physics I

PSYC 1101 - Introduction to Psychology (if not taken in Core Area E)

PSYC 3280 Abnormal Psychology

PUBH 5580U Health & Human Development

RESP 2110 Medical Terminology

RHAB 1000 Introduction to Rehabilitation Sciences

RHAB 4000 Application of Research to the Rehabilitation Professions

RHAB 4111 Pathophysiology for the Rehabilitation Professions I

RHAB 4112 Pathophysiology for the Rehabilitation Professions II

RHAB 4100 Neuroscience for the Rehabilitation Professions

C. Electives

~~15-18~~ **15-18** hours

15 hours must be at or above the 3000-level

Effective Term: Fall, 2012

F. Radiologic Sciences (no items)

G. Respiratory Therapy

Items 1-4 from the Department of Respiratory Therapy were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following course description:

RESP 3220 RESPIRATORY CARE FUNDAMENTALS

2-2-3

Prerequisite: RESP 3110 or Permission of Department Head.

Development and implementation of the care plan; evaluation of patient response to therapy with **laboratory experience** and extensive use of therapeutic protocols and decision making algorithms.

Rationale: The course has a lab component, and we would like to make this clear in the catalog description.

Effective Term: Fall 2012

2. Modify the following course description:

RESP 3315 PRINCIPLES OF MECHANICAL VENTILATION

2-3-3

Prerequisites: RESP 3210 or Permission of Department Head.

Student focus on the operating principles of ventilators used in critical care.

Laboratory experience in pneumatic and electronic circuits, setting the control panel, phasing the respiratory cycle, ventilator modes, alarms and troubleshooting will be emphasized.

Rationale: The course has a lab component, and we would like to make this clear in the catalog description.

Effective Term: Fall 2012

3. Modify the following course description:

RESP 4110 ADVANCED VENTILATORY SUPPORT

2-3-3

Prerequisite: RESP 3400 or Permission of Department Head.
 Case-oriented approach to management of the ventilator dependant patient.
Laboratory experience in patient assessment and modification of the care plan based on patient response.

Rationale: The course has a lab component, and we would like to make this clear in the catalog description.

Effective Term: Fall 2012

4. Modify the following course description:

RESP 4130 PERINATAL CARE

3-3-4

Prerequisite: RESP 3400 or Permission of Department Head.

Care of the pediatric and neonatal patient in the critical care environment.

Laboratory experience in patient assessment, initiation and modification of the care plan based on patient response.

Rationale: The course has a lab component, and we would like to make this clear in the catalog description.

Effective Term: Fall 2012

III. College of Liberal Arts

A. Art, Music, & Theatre (no items)

B. Criminal Justice, Social, & Political Science (no items)

C. Economics

Items 1 from the Department of Economics discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Create the following course:

ECON 3460 Economics of Immigration

3-0-3

Prerequisite: ECON 2105 or ECON 2106

Description: Effects of immigration and immigration policy on labor markets, economic growth, education finance, health care finance, old-age retirement, enforcement costs, and federal, state, and local government finance. Focus is primarily on U.S. immigration.

Rationale: Immigrants and immigration policy are the subject of regular public discourse and policy debate. Much of the discourse and debate centers on the economic effects of immigration on U.S. citizens, institutions, and government. This course will teach students to use the tools of economic analysis as a framework to inform the discussion of immigration using available data and research.

Effective Term: Fall 2012

CURCAT:

Major Department: Economics
Can course be repeated for additional credit? No
Maximum number of credits: 3
Grading Mode: Normal
Instruction Type: Lecture
Course equivalent: None

Item 2 from the Department of Economics was discussed and the undergraduate portion approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked "For Information Only" for the report to the Senate.

For Information Only:

2. Delete the following courses:

ECON 5111 U/G Economics of Entrepreneurship I	3-0-3
ECON 5112 U/G Economics of Entrepreneurship II	3-0-3
ECON 5340 U/G International Economics	3-0-3

Rationale: The 5000-level course numbers were used to make the course accessible to students in the MALPS program. These courses have not been taken by any graduate students and are now being converted to 4000-level courses.

Effective Term: Fall 2012

Items 3-5 from the Department of Economics were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

3. Create the following course:

ECON 4111 Economics of Entrepreneurship I	3-0-3
Prerequisites: ECON 3210 and ECON 3230 or permission of instructor	
Description: A project based class focusing on the application of economic principles to real-world business formation and management. This course provides instruction in both the legal and logistical requirements of starting a business and serves as a forum for development of business ideas and practices.	

Rationale: See Item 2.

Effective Term: Fall 2012

CURCAT:

Major Department: Economics
Can course be repeated for additional credit? No
Maximum number of credits: 3
Grading Mode: Normal
Instruction Type: Lecture

Course Equivalent: ECON 5111U

4. Create the following course:

ECON 4112 Economics of Entrepreneurship II

3-0-3

Prerequisites: ECON 3210 and ECON 3230 or permission of instructor

Description: Continuation of Economics and Entrepreneurship I, this course will cover advanced business challenges including the financial requirements of starting businesses. Students will work in groups to develop a viable business plan that will be presented to local business owners for review.

Rationale: See Item 2.

Effective Term: Fall 2012

CURCAT:

Major Department: Economics

Can course be repeated for additional credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: ECON 5112U

Effective Term: Fall 2012

5. Create the following course:

ECON 4340 International Economics

3-0-3

Prerequisite: ECON 2105

Description: International monetary relations, different exchange rate systems, the balance of payments adjustment, and a survey of major international financial institutions.

Rationale: See Item 2.

Effective Term: Fall 2012

CURCAT:

Major Department: Economics

Can course be repeated for additional credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: ECON 5340U

Effective Term: Fall 2012

Item 6 from the Department of Economics was discussed and the undergraduate portion approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked "For Information Only" for the report to the Senate.

For Information Only:

6. Delete the following courses:

~~ECON 5010U/G Special Topics in Economics~~
~~ECON 5020U/G Special Topics in Economics~~
~~ECON 5200U/G International Trade~~
~~ECON 5300U/G Money and Banking~~
~~ECON 5310U/G International Finance~~
~~ECON 5400U/G Economics of Labor~~

Rationale: A variety of upper level economics courses were changed to 5000 level to support graduate programs. The demand for these courses at the graduate level never materialized.

Effective Term: Fall 2012

Items 7-12 from the Department of Economics were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

7. Recreate the following course:

ECON 4010 Special Topics in Economics

3-0-3

Prerequisite: ECON 2105

Description: Upper-level courses not otherwise offered in the economics curriculum. Various substantive topics, theoretical issues and problems, with possibility to repeat with different topics. No more than two such courses counted in the minor.

Rationale: See Item 6

Effective Term: Fall 2012

Major Department: Economics

Can course be repeated for additional credit? Yes

Maximum number of credits: 9

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: ECON 5010U

8. Recreate the following course:

ECON 4020 Special Topics in Economics

3-0-3

Prerequisite: ECON 2106

Description: Upper-level courses not otherwise offered in the economics curriculum. Various substantive topics, theoretical issues and problems, with possibility to repeat with different topics. No more than two such courses counted in the minor.

Rationale: See Item 6

Effective Term: Fall 2012

Major Department: Economics

Can course be repeated for additional credit? y

Maximum number of credits: 9

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: ECON 5020U

9. **Recreate the following course:**

ECON 3200 International Trade

3-0-3

Prerequisite: ECON 2106 or permission of instructor

Description: The economic importance and problems of international trade, including theories of international trade, the gains from trade, tariffs, and non-tariff barrier to trade, U.S. commercial policy, Economic integration, and trade policies of developing countries.

Rationale: See Item 6

Effective Term: Fall 2012

CURCAT:

Major Department: Economics

Can course be repeated for additional credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: ECON 5200U

10. **Recreate the following course:**

ECON 3300 Money and Banking

3-0-3

Prerequisite: ECON 2105 or permission of instructor

Description: The study of governmental and corporate finance, with emphasis on fiscal and monetary policy, open-market operations, discount policy, and the functions and problems associated with central banking.

Rationale: See Item 6

Effective Term: Fall 2012

CURCAT:**Major Department:** Economics**Can course be repeated for additional credit?** No**Maximum number of credits:** 3**Grading Mode:** Normal**Instruction Type:** Lecture**Course Equivalent:** ECON 5300U**11. Recreate the following course:****ECON 4310 International Finance****3-0-3****Prerequisite:** ECON 2105**Description:** International monetary relations, different exchange rate systems, the balance of payments disequilibrium, and a survey of major international financial institutions, including IMF and the World Bank.**Rationale:** See Item 6**Effective Term:** Fall 2012**CURCAT:****Major Department:** Economics**Can course be repeated for additional credit?** No**Maximum number of credits:** 3**Grading Mode:** Normal**Instruction Type:** Lecture**Course Equivalent:** ECON 5310U**12. Recreate the following course:****ECON 3400 Economics of Labor****3-0-3****Prerequisite:** ECON 2106**Description:** Survey of labor economics and labor relations, organization and operation of American trade unionism, collective bargaining, economics of the labor market, wage theory and income distribution are included.**Rationale:** See Item 6**Effective Term:** Fall 2012**CURCAT:****Major Department:** Economics**Can course be repeated for additional credit?** No**Maximum number of credits:** 3**Grading Mode:** Normal**Instruction Type:** Lecture**Course Equivalent:** ECON 5400U

Effective Term: Fall 2012

Item 13 from the Department of Economics was discussed and the undergraduate portion approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked "For Information Only" for the report to the Senate.

For Information Only:

13. Delete the following course:

~~ECON 5630U/G Economic History of the United States~~

Rationale: When HIST 3630 was changed back from a 5000 level course, the economics course was not changed at the same time. This course is taught by the history department with crosslisting for economics. The economics course numbering and description should be consistent with the history course for proper crosslisting.

Effective Term: Fall 2012

Items 14-17 from the Department of Economics were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

14. Recreate the following course, with modifications for consistency with HIST 3630, re-attach cross-listing with HIST 3630.

ECON 3630 Economic History of the United States

3-0-3

Prerequisites: HIST 1100 or POLS 1100 or HIST 2111 or HIST 2112

Description: Growth and development of economics institutions in the United States from the colonial period to the present with emphasis on the period since 1860. Developments in agriculture, industry, labor, transportation, and finance. Crosslisted as HIST 3630.

Rationale: See Item 13

Effective Term: Fall 2012

CURCAT:

Major Department: Economics

Can course be repeated for additional credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Cross-listed with: HIST 3630

Course Equivalent: ECON 5630U

15. Modify the following course:

ECON 4520 INTERNSHIP**V-V-(1-12) 3-0-3**Prerequisite: permission of ~~instructor or~~ department head

Description: Open to juniors or above. Applied economic setting using nonprofit agencies such as the Chamber of Commerce, as well as financial institutions and international businesses. Supervision by departmental instructors and agency officials. Students may use only **three credit hours one internship** as part of their **Major Field Courses** ~~upper division economics classes~~. Open to transient students only with permission of department head.

Rationale: The change to variable credit hours allows students to accept internship offers that may not fit neatly into the three-credit course. In cases where the internship is useful but does not require sufficient academic content, students may be allowed to do the internship for less than three credits. In cases where the necessary workload is well beyond three-credits of work, students may be allowed to earn more credits while using only three as part of the major field requirement. With the change to variable credit hours and with the course being repeatable, multiple course numbers are no longer required.

Effective Term: Fall 2012**CURCAT:****Major Department: Economics**

Can course be repeated for additional credit? Yes

Maximum number of credits: 12**Grading Mode: Pass/Fail****Instruction Type: Practicum****Course Equivalent: none****16. Delete the following courses:****~~ECON 4530 INTERNSHIP~~****~~ECON 4540 INTERNSHIP~~**

Rationale: With repeatable variable credit structure for ECON 4520, these are no longer needed.

Effective Term: Fall 2012**17. Make the following changes to the Economics Major**

Track I: General Economics

B, Major Field Courses 33 hours

ECON 3050 - Intermediate Macroeconomics

ECON 3060 - Intermediate Microeconomics

ECON 3700 - Econometrics

ECON 4900 - Economic Methods and Senior Thesis

Twenty one credit hours drawn from at least three of the following categories:

Global

ECON 3100 - Multinational Economic Enterprises
 ECON 4400 - Seminar in Third World Economic Development
 ECON 4450 - Comparative Economics
 ECON ~~3200~~ ~~5200U~~ - International Trade
 ECON ~~4310~~ ~~5310U~~ - International Finance

Quantitative

ECON 3600 - Mathematical Economics
 ECON 3800 - Quantitative Consumer Research

Applied

ECON 3470 - Economics of Health
 ECON 3500 - Managerial Economics
 ECON 4451 - Industrial Organization
 ECON 4460 - Economic Analysis of the Law
 ECON~~3400~~ ~~5400U~~ - Economics of Labor

Financial

ECON 3230 - Finance
 ECON 4100 - Financial Economics: Portfolio Analysis
 ECON 4150 - Money and Capital Markets
 ECON ~~3300~~ ~~5300U~~ - Money and Banking

Public Policy and Economic History

ECON 3450 - Environmental Economics
ECON 3460 - Economics of Immigration
 ECON 4410 - Regional Economics
 ECON 4500 - Public Finance
 ECON 4550 - Public Choice
 ECON ~~3630~~ ~~5630U~~ - Economic History of the United States

Internships and Specialized Courses

ECON 3950 - Research in Economics
 ECON 3960 - Research in International Economics
 ECON 4520, ~~30~~, ~~40~~ - Internship (with permission of department head)(maximum of **three credits one internship** may count toward **Major Field Courses degree**)
~~ECON 5010, 20, 30 Special Topics in Economics~~
ECON 4010, 4020, 5030U Special Topics in Economics

C. Related Field Courses 9 hours

ITEC 1050 - Introduction to Computer Concepts or CSCI 1060 - Computer Concepts and Applications

Six credit hours of upper division courses from the following fields: anthropology, communication, economics, English (3720, 5710, 5740, 5750 only), geography,

information technology, mathematics, philosophy, political science, psychology, or sociology.

D. Electives 18 hours

Track II: International Economics

The international track requires a language sequence in Area F and at least three credits earned toward the degree in an international study program. Students participating in the international track are expected to choose project, paper, and research topics related to international economics whenever possible.

B. Major Field Courses 33 hours

ECON 3050 - Intermediate Macroeconomics

ECON 3060 - Intermediate Microeconomics

ECON 3700 - Econometrics

ECON 4900 - Economic Methods and Senior Thesis

ECON ~~3200~~ ~~5200U~~ - International Trade

ECON ~~4310~~ ~~5310U~~ - International Finance

Fifteen credit hours drawn from among the following courses:

ECON 3100 - Multinational Economics Enterprises

ECON 3210 - Marketing

ECON 3220 - Management

ECON 3230 - Finance

ECON 3450 - Environmental Economics

ECON 3460 - Economics of Immigration

ECON 3470 - Economics of Health

ECON 3500 - Managerial Economics

ECON 3960 - Research in International Economics

ECON 4100 - Financial Economics: Portfolio Analysis

ECON 4150 - Money and Capital Markets

ECON 4400 - Seminar in Third World Economic Development

ECON 4450 - Comparative Economics

ECON 4500 - Public Finance

ECON ~~3300~~ ~~5300U~~ - Money and Banking

C. Related Field Courses 9 hours

ITEC 1050 - Introduction to Computer Concepts or CSCI 1060 - Computer Concepts and Applications

Six credit hours of upper division courses outside the economics discipline approved for the International Studies minor.

D. Electives 18 hours

Track III: Business Economics

B. Major Field Courses 33 hours

ECON 3050 - Intermediate Macroeconomics or ECON 3060 Intermediate Microeconomics

ECON 3210 - Marketing

ECON 3220 - Management

ECON 3230 - Finance

ECON 3500 - Managerial Economics

ECON ~~4111~~ ~~5444~~ - Economics of Entrepreneurship I

ECON ~~3300~~ ~~5300U~~ - Money and Banking

Twelve credit hours drawn from among the following courses:

ECON 3050 - Intermediate Macroeconomics

ECON 3060 - Intermediate Microeconomics

ECON 3450 - Environmental Economics

ECON 3460 - Economics of Immigration

ECON 3470 - Economics of Health

ECON 3700 - Econometrics

ECON 3800 - Quantitative Consumer Research

ECON 3100 - Multinational Economic Enterprises

ECON 4100 - Financial Economics: Portfolio Analysis

ECON 4150 - Money and Capital Markets

ECON 4410 - Regional Economics

ECON 4450 - Comparative Economics

ECON 4451 - Industrial Organization

ECON 4500 - Public Finance

ECON ~~4520~~, ~~39~~, ~~40~~ - Internship (with permission of department head)(maximum of **three credits one internship** may count toward **Major Field Courses degree**)

ECON ~~4112~~ ~~5442U~~ - Economics of Entrepreneurship II

ECON ~~3200~~ ~~5200U~~ - International Trade

ECON ~~4310~~ ~~5310U~~ - International Finance

ECON ~~3400~~ ~~5400U~~ - Economics of Labor

C. Related Field Courses 15 hours

ITEC 1050 - Introduction to Computer Concepts or CSCI 1150 Fundamental of the Internet and World Wide Web

COMM 2280 Speech Communication

Nine credit hours of upper division courses from among the following fields/courses:

COMM 3060 Public Relations

COMM 5050U Interpersonal Communication in the Workplace

ENGL 3720 Business and Technical Communication

ENGL 5710 Writing for the Non-Profit Sector

ENGL 5740 Technical Editing

ENGL 5750 Publication Design

HSCA 3600 Financial Management for Health-Related Organizations

HSCA 4201 Health Care Marketing

HSCA 4600 Principles of Human Resource Management

HSCA 4620 Principles of Management in Health Service Organizations

ITEC 3500 Database Administration

ITEC 3710 E-Commerce

POLS 4190/LWSO 4190 Environmental Laws and Regulations

PSYC 3000 Human Resource Development Skills

PSYC 5150U Conflict Resolution

PSYC 5200U Industrial and Organizational Psychology

PSYC 5300U Leadership and Group Dynamics

Any upper division economics courses (3000+) except for ECON 5150

D. Electives 12 hours

Total Semester Hours 123 hours

E. Regents' Test, university exit exam, and department exit exam

Effective Term: Fall 2012

D. History (no items)

E. Gender and Women's Studies (no items)

F. Languages, Literature, & Philosophy (no items)

G. Liberal Studies (no items)

H. Honors Program (no items)

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Informational Item

This item is to document a sequence of events that was previously undocumented.

In October 2003, the University Curriculum Committee approved an item from the Department of Chemistry and Physics to change PHSC 1212 and PHSC 1212L to SCIE 1100 and SCIE 1100L. However, the change in the undergraduate catalog was made incorrectly.

In the undergraduate catalogs for 2004-05, 2005-06, 2006-07, 2008-09, 2009-10 and 2010-11, the courses were listed as SCIE 1212 and SCIE 1212L (rather than SCIE 1100 and SCIE 1100L). The error was discovered and the courses were changed in the undergraduate catalog of 2007-08 to SCIE 1100 and SCIE 1100L, but the next year they reverted to the previously perpetuated error.

Ms. Panhorst remembers that there was communication among the VPAA, the Registrar's Office, and the Head of Chemistry and Physics before and after the 2007-08 catalog publication, but can find no documentation. Evidence would support that there was administrative approval to leave the courses as SCIE 1212 and SCIE 1212L, since the error was of such long standing.

The courses exist in Banner as both SCIE 1100/1100L and as SCIE 1212/1212L. The Registrar's Office requested that the background of the error be recorded in these minutes so they could remove SCIE 1100/1100L from Banner.

It was moved and seconded to allow the Registrar to equate the courses as needed. The motion carried.

B. Online Learning (see Attachment 1)

Dr. John Kraft distributed a handout (see Attachment 1). The handout explains, in part, the definitions used by SACS, the USG, and the DOE in defining distance education. The key factor is how many class sessions are being replaced by distance technology. In turn, coding our courses properly by using these definitions has implications on whether we might have an online program.

It is important that online courses have to have the same kind of instruction and engagement as campus-based classes. They must not be correspondence courses, where students are left to their own devices and there is no engagement or instruction. It is also important that our online courses are ADA compliant. Finally, student services comparable to what we offer our on-campus students must be available to online students. The Distance Learning Task Force is looking at these issues in order to provide faculty with resources, software, and training to meet these requirements. There is a website for Distance Learning Task Force that can be used as a resource.

C. Evaluation of Alternative Methods of Delivery (see Attachment 2)

Dr. McGrath distributed a handout (see Attachment 2). Since delivery of programs online constitute a substantive change in delivery, we need to be thinking of what sort of questions to ask in order to review the programs properly. Programs need to be educationally appropriate for what we are trying to do with our curriculum and fit with the mission and educational goals of our institution. They also need to be comparable to what we offer on-campus. It is possible that as early as January we will be asked to approve an online method of delivery for a program, because SACS requires recommendations six months in advance.

After discussion, volunteers were requested for a subcommittee to look at these issues. Subcommittee volunteers are Dr. Rona Tyger, Dr. Denene Lofland, Ms. Myka Campbell, and Dr. Kam Lau. Their first order of business will be to meet with Dr. Kristin Betts to get more information.

ADJOURNMENT. The meeting was adjourned at 3:57 p.m.


Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee

11/9/2011

Armstrong

New Definitions: Course & Program



**Task Force for Online Learning
Armstrong Atlantic State University
2011**

Armstrong

Agenda

- Rationale
- Overview: Compliance
- New Definitions: Courses & Programs
- Financial Aid
- Registrar
- Universal Design for Learning & ADA
- Conclusions & Questions

11/9/2011

Rationale

The proposed definitions:

- provide common institutional, college, and program terminology for Armstrong Atlantic State University;
- provide consistent institutional terminology and guidelines for (a) new course/program development, (b) course/program approval by the USG and SACS, (c) and accreditation reviews by SACS;
- align with federal definitions and guidelines from the U.S. Department of Education, Federal Student Aid (FSA) Office, USG, and SACS; and
- align with the new U.S. Department of Education Program Integrity Rules - Part II: Defining the Credit Hour (H.R. 2117).

Overview: Compliance

- **Program Integrity Rules** (October 2010)
- **US Department of Education & Federal Student Aid**
 - Credit Hour Policy: Distance education vs. Correspondence
 - Student Identification (e.g., Learning Management System)
 - Title IV Funding: Student loans, Pell grant, work study, etc.
- **USG**
 - Data Mart (2008)
 - IPEDS
- **ADA: New Regulations**
 - Access & Support Services; website, software (institutional)
- **SACS Accreditation**
 - Compliance, upcoming review, future programs
 - Support services for online and blended students
- **Comparative Analysis** (see website)

11/9/2011

Armstrong Atlantic State University Current Definitions

I - Internet-based courses rely on the Internet for delivery of 50 to 100% of the course content. A typical "I" course will require campus visits for orientation and testing only. Students should be very comfortable navigating the Internet and using common software packages.

W - Web-enhanced courses rely on the Internet for delivery of less than 50% of the course content and may have some course content/interaction online. Students in these courses meet at least half of the time in traditional, face-to-face settings/classes. This broad course descriptor includes courses that simply use Internet assignments and note postings as well as those courses approaching greater Internet delivery.

http://www.armstrong.edu/Departments/onlineonline_learning_courses

USG's Course Definitions

ACADEMIC DATA MART DATA ELEMENT DICTIONARY

USG Code	USG Category	USG Description
F	Fully at a distance	All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams. (This is generally equivalent to delivering more than 95 percent of sessions via technology.)
P	Partially at a distance	Technology is used to deliver more than 50 percent of class sessions, but visits to a classroom (or similar site) are required. Note: If a course is offered through two-way interactive video, then it should be coded partially at a distance because students must meet at a designated location.
H	Hybrid	Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
T	Technology enhanced	Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.
Null	No technology	No technology is used in delivering instruction.

11/9/2011

Armstrong: New Course Definitions

Armstrong Course	USG Code	USG Category	USG Description
Fully Online	F	Fully at a distance	All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams. (This is generally equivalent to delivering more than 85 percent of sessions via technology.)
Partially Online	P	Partially at a distance	Technology is used to deliver more than 50 percent of class sessions, but visits to a classroom (or similar site) are required. Note: If a course is offered through two-way interactive video, then it should be coded partially at a distance because students must meet at a designated location.
Hybrid	H	Hybrid	Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
Campus/On-site (Face-to-Face)	T	Technology enhanced	Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.
	Nut	No technology	No technology is used in delivering instruction.

Armstrong: New Program Definitions

Armstrong Programs	Armstrong Courses	Description: Armstrong Programs
Fully Online	Fully Online	Fully Online Program: Includes only fully online courses. Note: Does not include partially online or hybrid courses.
Blended	Partially Online	Blended Program: Includes partially online courses, less. May include some fully online courses. Does not include hybrid or computer-site courses.
Campus/On-site	Hybrid	Campus/On-site Program: Includes three types of campus/on-site courses: (1) Hybrid courses, (2) technology enhanced courses, (3) "no technology" courses.
	Campus/On-site (Face-to-Face)	

11/9/2011

Registrar				
Proposed Codes				
Courses	Definition by number of class sessions where all instruction is delivered by technology	Campus Code	Section Code	Comment Required for any on-campus time
Fully online	All or nearly all; > 95%	V	##F	
Partially online	> 50% to <= 95%	A or L	##P	as needed
Hybrid	50% or less; at least one	A or L	##H	as needed
Campus/on-site	none	A or L	##	as needed
Note: Curriculum Inventory Report (CIR) – Fall 2012				

Registrar	
<u>3Cs: Coding for Course Types</u>	
Armstrong	• Why is Coding Important?
	• Compliance – for the alphabet (USG, SACS, FSA, USDE, etc.)
	• We must satisfy our external agencies and requirements
	• Consistency – for ourselves
	• We must know what we are doing
Armstrong	• Clarity – for our audience
	• We must communicate what we are doing

11/9/2011

Armstrong

Financial Aid

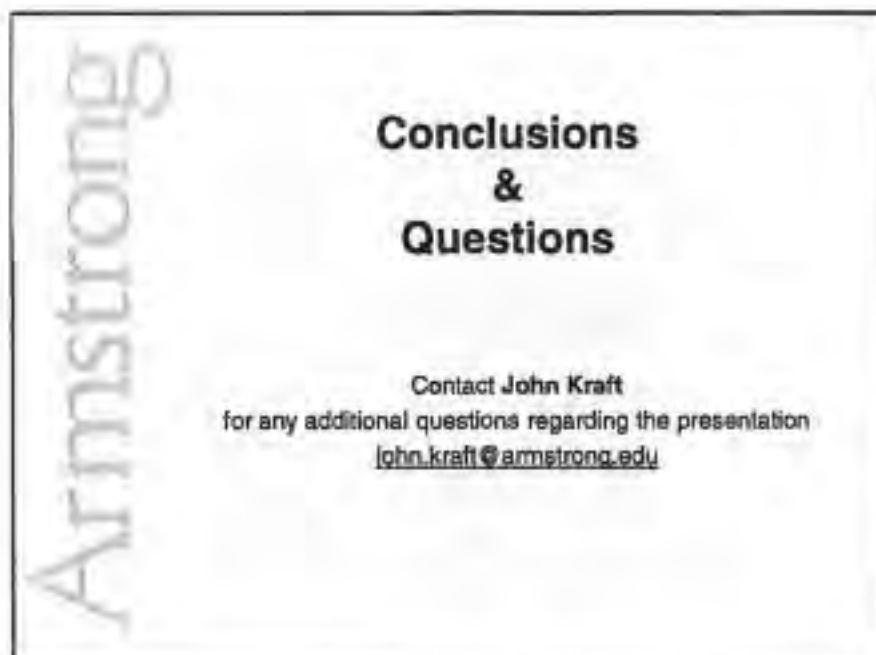
- **Realities of Financial Aid:**
 - 82% Armstrong students on some form of FA
 - \$50+ million in Title IV Aid
 - \$13.5 million in Pell Grants, 3,300+ students
- **Campus Partnerships:** Admissions, Registrar, Bursars & Office of Online Learning
- **Workshops:** Financial Aid, Online Learning
- **Compliance:** Distance education vs Correspondence
- **Examples:** Audits & Incompliance

Armstrong

ADA Compliance & Universal Design for Learning

- **ADA Compliance** (on-campus and online)
- **Board of Regents of University System of Georgia:** Section 508 Compliance & Online Course Content
- **Universal Design for Learning (UDL)**
- **UDL Integration to Increase Accessibility**
- **Not an Option** (all courses, websites, support services)
 - Federal mandates, USG, and SACS

11/9/2011



11/9/2011

Armstrong

Appendix

Summary Overview of Armstrong Proposed Course Definitions

Four Types of Courses

- Fully Online Courses:** more than 80% to 100% instructional delivery of class sessions provided via the Internet or through the use of one or more technologies. *Note:* If any face-to-face instructional delivery (e.g., orientation, exams, etc.) must be at least 20% of instructional delivery (80% to 100%) provided via the Internet or through the use of one or more technologies. Fully Online is fully at a distance (100%).
- Partially Online Courses:** less than 80% instructional delivery of class sessions provided via the Internet or through the use of one or more technologies. *Note:* Face-to-face instructional delivery must be at least 20% to 80% of instructional delivery provided via the Internet or through the use of one or more technologies. Face-to-face instruction is on campus or at an approved site. Partially Online is partially at a distance (80%).
- Hybrid Courses:** 80% or less instructional delivery of class sessions provided via the Internet or through the use of one or more technologies. *Note:* Face-to-face instruction must be at least 20% to 80% of instructional delivery of class sessions provided via the Internet or through the use of one or more technologies. Hybrid is at least 20% "on-campus" class sessions (provided by technology with the student being called on hybrid by the institution. Hybrid is hybrid (80%).
- Campus/On-site Courses:** 100% face-to-face instructional delivery of class sessions on a single campus or at an approved Armstrong site (e.g., Library Center). Campus/On-site is technology enhanced and/or technology (100%).

Armstrong

Appendix

Summary Overview of Armstrong Program Definitions

Three Types of Programs

- Fully Online Program:** includes only fully online courses
Note: Does not include partially online or hybrid courses
- Blended Program:** includes partially online courses
Note: May include some fully online courses. Does not include hybrid or campus-on-site courses
- Campus/On-site Program:** includes three types of campus-on-site courses:
 - (1) hybrid courses
 - (2) technology enhanced courses
 - (3) "no technology" courses

Evaluation of alternative methods of delivery

Our Faculty Senate Bylaws and the SACS Commission on Colleges policies explicitly recognize the need to review substantive changes in the method used to deliver academic programs. Recent program changes and an impending program change behoove us to quickly develop the framework for evaluating and deliberating on proposals to deliver programs online. The key language in both our bylaws and the SCS policies are quoted below.

Since a program that would be offered in the Fall of 2012 must be submitted to SACS by February, we can expect in January to review a proposal to teach a program online for Fall 2012.

My recommendation is that we work with Kristin Betts, Director of Online Learning, to formulate an approach to evaluating and deliberating on these changes in program delivery.

- What questions does the committee need answered?
- What level of detail does the committee expect in the answers?
- What information will make this committee confident that the delivery of the program online will successfully reach the same educational goals as the comparable face-to-face program?

"Curricular issues are defined as issues pertaining to program or curriculum development, change, or implementation and issues that significantly and broadly affect the nature and quality of instruction in a program."

—Bylaws of the Faculty Senate, Article III, Section F, Procedure for consideration of curricular issue

"Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes:

...The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated..."

"Significant departure –A program that is not closely related to previously approved programs at the institution or site for the mode of delivery in question."

—SACS- COC, Substantive Changes for Accredited Institutions of the Commission on Colleges, Policy Statement